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ABSTRACT

This newsletter updates the reader on the latest Wisconsin initiatives to build tomorrow's work force through education, training, and cooperative ventures with business and industry. "Executive Cabinet for a Quality Workforce Defines Pathways to the Future" (Dwight York) discusses major reports related to the work of the executive cabinet that established an agenda for the future of the technical college system. "Commission for a Quality Workforce Policy Recommendations" and "A Letter from the Governor" (Tommy Thompson) follow. "Findings of Governor's Commission for a Quality Workforce: Wisconsin Business Leaders Report Skilled Worker Shortages" urges raised employer and worker expectations about technical and occupational education, increased employer training of front-line workers, and cooperation among employers, workers, and educators. "You'll Find a Job--or Your Further Training Is Free!" reports on guaranteed education at Fox Valley Technical College and Lakeshore Technical College. "New Initiatives Seek to Increase Minority Enrollment in State's Technical Colleges" reports recommendations for encouraging minority participation. "Tech Prep Puts High Schoolers on Training Fast Track" discusses findings and recommendations of a task force on tech prep. Other articles are "Tech Colleges Take Steps to Improve Marketing of System," "UW Study Finds Employee Training Critical to U.S. Manufacturing Market," and GM Robots Benefit Technical College Robotics Program." (YLB)

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Technical Education

Pathways to the Future

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Report on Wisconsin Quality Of Workforce Initiatives

October 1991

Wisconsin Vocational, Technical and Adult Education System

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In this issue: Quality workforce initiatives

This issue of *Technical Education* will update you on the latest Wisconsin initiatives to build tomorrow's workforce through education, training and cooperative ventures with business and industry. **We invite comments and questions** from employers, employees, public officials, educators, parents, students and others about opportunities available through Wisconsin's technical colleges. On the back cover (page 12), you will find a form to direct questions to the technical college system's marketing director.

Technical Education:
Pathways to the Future
October 1991

Technical Education: Pathways to the Future, a publication of Wisconsin's Vocational, Technical and Adult Education system, is intended to inform persons who are interested in job training and retraining in Wisconsin.

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Executive Cabinet for a Quality Workforce defines pathways to the future

By Dwight A. York
State VTAE director

York

In Wisconsin, we recognize that the people of our state are our most important resource.

While we have a long tradition of investing heavily in the education of citizens, a consensus is emerging among leaders in business, industry, labor, education and state government: the education and training system we currently have in place in Wisconsin is no longer able to prepare the workforce for tomorrow.

Pointing to changes in the global economy and the explosive growth in technology, these leaders in business and industry are expressing concern about the skill levels of our workforce.

Wisconsin's Executive Cabinet for a Quality Workforce

James Klauser, secretary of the Department of Administration

Dwight A. York, state director of Vocational, Technical and Adult Education

Herbert Grover, state superintendent of public instruction

Carol Skornicka, secretary of the Department of Industry, Labor and Human Relations

Gerald Whitburn, secretary of the Department of Health and Social Services

Erroll Davis, regent, University of Wisconsin

Carl Weigell, chairman of the Governor's Commission for a Quality Workforce

James Haney, president of the Wisconsin Manufacturers and Commerce

Jack Reihl, president of the Wisconsin AFL-CIO

Citing the need to address this skills gap, Governor Tommy G. Thompson recently established a nine-member Executive Cabinet for a Quality Workforce. This group includes representatives of each of the public institutions and agencies involved in education and training as well as representatives of business and labor. **(Members are listed at left.)**

The governor has charged this group with identifying and implementing policies to ensure youth are better prepared to enter the labor force and adults can receive the education and training they need to sustain a world-class workforce for Wisconsin.

Continued on page 5

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Commission for a Quality Workforce policy recommendations:

- More Wisconsin employers must adopt new technology and methods of organizing work. To support this effort, technical colleges must facilitate employer leadership and participation in worker training and retraining.
- Technical colleges must upgrade occupational education to meet the growing needs of employers.
- Wisconsin's employers and workers, in partnership with the technical colleges, must reskill the existing workforce for a more competitive economy.
- Technical colleges must work with business and industry across the state to improve access to training.
- Wisconsin's system of public education must adopt outcome-oriented, competency-based educational objectives throughout the primary and secondary grades.
- Educators, the business community, and state policymakers must establish attainment of Certificate of Initial Mastery as a prerequisite for eligibility for employment or training opportunities for high school students.
- Technical colleges and high schools must substantially improve alternative educational programs for students at risk of dropping out of high school and for adults in need of high school instruction.

For further information contact:
Wisconsin Board of Vocational, Technical and Adult Education, P.O. Box 7874, Madison, WI, 53707, (608) 266-1207

A letter from the governor

The state of Wisconsin is renowned for its many resources – one of the greatest being its highly trained workers. Wisconsin's skilled and committed workforce has earned our state a national reputation for a healthy economic environment. In large measure, the strength of our workforce lies with the foundation provided through our elementary and secondary schools and the vocational-technical education and training available through our technical college system.

Across Wisconsin, however, leaders in business and industry have begun to express concern about the skill levels of our workforce. Citing the growing demands of new technology and reports of labor shortages due to rapidly changing skill needs, these leaders point to challenges to our productive momentum.

We cannot afford to ignore these challenges. Only by continuing to compete successfully in today's global marketplace can we ensure enconomic prosperity across our state and our nation.

Meeting the competition – and raising living standards – means changing the way Wisconsin does business. Given the right skills and the right mix of technology and managerial techniques, Wisconsin workers can compete with workers anywhere in the world.

Wisconsin's Governor Tommy Thompson speaks out on the importance of workforce readiness.

Wisconsin has already implemented a number of initiatives to meet the challenge of a better prepared workforce. These include the 10th grade gateway assessment initiative, a postsecondary enrollment options program for high school students, a youth apprenticeship program, and efforts to improve the preparation of high school students entering technical college.

To oversee these workforce readiness initiatives, I recently established a nine-member Executive Cabinet for a Quality Workforce chaired by James Klauser, secretary of the Department of Administration. This group includes representatives of each of the public institutions and agencies involved in education and training as well as representatives of business and labor. I have charged this group with identifying and implementing the policies needed to ensure that youth are better prepared to enter the labor force and adults can receive the education and training they need to sustain a world-class workforce for Wisconsin.

Sincerely,

Tommy G. Thompson
Governor

Findings of Governor's Commission for a Quality Workforce: Wisconsin business leaders report skilled worker shortage

Weigell

A recent report on the status of Wisconsin's workforce has warned that our standard of living and ability to compete in a global economy is being threatened by a growing shortage of skilled workers.

Carl Weigell, chairman of the Governor's Commission for a Quality Workforce, has called survey data "chilling." Weigell is chairman of Motor Castings Co. in West Allis.

The commission, appointed in January 1990 by Governor Tommy Thompson, was charged with studying the status of Wisconsin's workforce in conjunction with the Wisconsin Vocational, Technical and Adult Education (VTAE) System and to make recommendations for skill development policies in Wisconsin.

Leaders of 3,500 Wisconsin companies were surveyed for their opinions on ways to improve the state's workforce. Employers and managers of 1,850 firms generously gave of their time to share their insights with the commission.

The commission's report produced a number of startling conclusions, some of which are:

- Seventy-two percent of state business executives said that a lack of skilled workers frequently or occasionally hinders their ability to compete effectively or to expand their businesses.
- Ninety-two percent of business leaders indicated they frequently or occasionally have a difficult time securing enough skilled workers to keep their business operating at peak efficiency.
- Nearly 50 percent of employers said their employees lacked appropriate basic algebra skills needed in today's workplace. A similar percentage of business leaders felt that adding, subtracting and fractions skills were also deficient.
- More than 75 percent of employers believe employees have fair, poor or very poor writing skills. The ability to read manuals and graphs was another area where employee skill levels were rated low.
- Poor marks were also assigned to analytical ability, critical thinking skills, and leadership.

The commission said that employers are dealing with this shortage of skilled labor by hiring experienced workers away from other firms. "Clearly, firms relying on this strategy can be successful only in the short run," the report said.

The commission urged long-term strategies that would focus on the following:

- Employers and workers must raise their expectations about technical and occupational education and the competencies it can impart.
- Employers should increase the amount of training provided to their own front-line workers.
- Employers, workers and educators must work together to increase skills and knowledge that new workers can bring to the labor market.

The commission found broad consensus across the state for the belief that worker training and education must be strengthened through expanding and improving training available through technical colleges, high school vocational programs, apprenticeships and other work-based learning programs, and federal and state job training programs designed to improve the job-specific skills of their front-line workforce.

"Clearly, firms relying on this strategy (hiring experienced workers away from other firms) can be successful only in the short run." — **Governor's Commission for a Quality Workforce**

Executive Cabinet

Continued from page 3

The past year has seen the release of major reports related to the work of the executive cabinet. These include the Governor's Commission for a Quality Workforce, the Joint WBVTAE (Wisconsin Board of Vocational, Technical and Adult Education)/DPI (Department of Public Instruction) Task Force on Implementing Occupational Options in Wisconsin, and the Governor's Commission on Minority Participation in Vocational-Technical Education.

Taken as a whole, the reports have established an agenda for the future of our technical college system.

At its heart, this agenda is aimed at ensuring that firms in Wisconsin can compete successfully at the high end of domestic and international markets. Improvements in productivity and quality will demand higher skill levels than are currently available in the state's labor force.

The technical college system, together with other groups represented on the Executive Cabinet for a Quality Workforce, is moving aggressively to implement this agenda.

The Commission for a Quality Workforce provided leaders from business and industry, labor, and state government opportunities to assist the technical college system in developing strategies to meet the need for technically trained workers. Through this commission, we have begun to create awareness of the need to rethink the high school curriculum and to upgrade the skills of the adult workforce.

The report of the Joint WBVTAE/DPI task force provides a detailed discussion of some of the changes we need to make in the elementary and secondary schools and in the technical college system to better prepare youth for work and for postsecondary education and training opportunities.

The report of the Governor's Commission on Minority Participation in Vocational-Technical Education not only identifies barriers to minority participation, but also makes recommendations for improving minority participation in the technical college system and sets forth a plan of action for implementing those recommendations.

These three reports taken together describe the challenge facing us and define pathways to the future. Together with the DPI and other groups represented on the Executive Cabinet for a Quality Workforce, Wisconsin's technical college system is moving aggressively to implement a number of initiatives to meet the challenge of a better prepared workforce.

These initiatives include establishment of a postsecondary enrollment options program for high school students, a youth apprenticeship program, and Tech Prep program efforts to improve the preparation of high school students entering technical college.

They also include establishment of a statewide guarantee for students and employers seeking education or training through the technical college system and expansion of the technical assistance and training available to firms seeking to modernize their operations in the state.

I am encouraged by what we have accomplished over the past year. By working with leaders from business and industry, labor, education, and state government, we have begun to build the consensus required to achieve our goals. The enthusiasm, commitment, dedication and determination of the technical college system will sustain us as we work together for our common purpose.

Budget bill takes action on school-to-work initiatives

The state's biennial budget signed into law this summer enacts some of the changes in public policy recommended by commissions which were charged with looking into education and training initiatives in Wisconsin. The provisions include:

- **Development of a gateway examination** for all students completing 10th grade to ensure mastery of basic skills required to succeed in Tech Prep/Youth Apprenticeship programs.
- **Establishment of a Tech Prep curriculum in each high school** in the state to better prepare young people to enter technical college or to obtain entry-level career-oriented jobs upon high school graduation.
- **Establishment statewide of a Youth Apprenticeship program** to enable high school students to complete preapprenticeship activities to better prepare them to enter into apprenticeships after graduation.
- **Changes in the existing Education for Employment standard** for high schools to require that all school districts offer various routes to occupational success including specific job preparation, technical preparation, and college preparation.
- **Changes in the compulsory education law** to allow students to attend technical college in lieu of high school on a full-time or part-time basis.
- **Mandatory reporting** to the legislature **on progress and plans to improve services to minority students** in the technical college system.
- **Funding for establishment of advanced technology centers** in the technical college system to increase awareness of new technology and to provide workforce training and assistance in plant modernization through implementation of off-the-shelf technological solutions.

You'll find a job — or your further training is free!

Fox Valley Technical College in Appleton and Lakeshore Technical College in Cleveland have embarked on a new program of guaranteed education.

If graduates do not obtain employment within their field of study (or related area) within six months of graduation, the college will provide up to six free credits of additional instruction and access to other student services.

"This guarantee sends a powerful message to graduates and employers alike," said Dwight York, state Vocational, Technical and Adult Education director. "It communicates confidence in technical college education. We are currently looking at the interest that each of our technical colleges may have in adopting this policy."

In order to qualify for the guarantee, graduates must:

- Have an associate degree or vocational diploma from the participating college.
- Have been actively seeking employment through the college placement office.
- Be actively seeking employment on their own.
- Contact the placement office of their college within one year of graduation if unsuccessful in securing employment.

Howard Fuller (right), chairman of the Governor's Commission on Minority Participation in Vocational-Technical Education, gathers the attention of State VTAE Director Dwight York (left) and Governor Tommy Thompson.

New initiatives seek to increase minority enrollment in state's technical colleges

A finding that "advancement for the majority of minorities in Wisconsin is limited by inadequate educational training" has prompted recommendations for improving minority skill development through technical college training.

The 30-member Governor's Commission on Minority Participation in Vocational-Technical Education, chaired by Howard Fuller, Ph.D., superintendent, Milwaukee Public Schools, issued a report presenting findings, recommendations and implementation plans for encouraging minority participation in Wisconsin's technical colleges.

Among its recommendations are to:

- Increase the amount of financial aid for economically disadvantaged minority students.
- Increase minority student enrollment in the Vocational, Technical and Adult Education (VTAE) system.
- Improve the level and quality of support services for minority students.
- Provide affordable child care services for minority students with children.
- Develop more effective career planning and placement services for minority students.
- Increase minority faculty and staff members in the VTAE system.

Wisconsin's VTAE board is in the process of developing a strategy to meet the short-term and long-range goals within the commission's recommendations. The first step in this process will be the creation of a Minority Commission Advisory Committee to monitor, evaluate and make recommendations regarding progress in implementing commission recommendations. Membership on this committee will come from VTAE, students and community leaders.

The VTAE Bureau of Student and Support Services will coordinate the implementation strategy through a full-time education consultant whose job will be to administer and facilitate implementation of the recommendations.

Wisconsin's minority population increased dramatically during the 1980s, and minorities will comprise a significant percentage of the net additions to Wisconsin's workforce during the 1990s. The recommendations from the governor's commission are designed to give prospective employees the skills needed for today's and tomorrow's workforce.

KATHRYN

Kathryn lives with her mother in a major Wisconsin city. In 1987, a year before graduation, she left high school with no clear employment goals and minimal skills to enter the workforce.

Kathryn was employed through a series of fast-food and dry-cleaning jobs, none of which paid more than $5.50 per hour. She is now convinced that working in a restaurant will not always satisfy her and is planning to enroll at her local technical college.

It has taken Kathryn four years to realize that some education beyond high school is necessary if she wants to have a meaningful job with good wages. Fortunately, Kathryn is now beginning to make plans for a brighter future.

DANIEL and MICHAEL

Daniel and Michael live with their parents in east central Wisconsin. Both boys knew in high school that they did not want to go to a four-year college.

Several of their high school teachers recognized their talents, and geared their interests toward technical careers. They assisted Daniel and Michael in obtaining appropriate educational and work experiences.

As a result of their carefully planned high school-technical college educations, both are employed in good-paying, high-demand occupations. Michael earns $9.80 per hour with an industrial oven manufacturer, while Daniel is making $10 per hour with a high-tech information processing firm.

Tech Prep puts high schoolers on training fast track

Tech Prep is the latest buzzword for a broad-based effort to increase the opportunities students have for occupational training while still in high school.

Citing a "critical need to better prepare youth for the demanding technical careers which are the backbone of Wisconsin's economy," a Joint WBVTAE/DPI Taskforce on Occupational Options said that "efforts must be launched to ensure that more than 11 percent of high school seniors go on to further technical education or work-based training."

The Wisconsin Board of Vocational, Technical and Adult Education (VTAE) and the Wisconsin Department of Public Instruction (DPI) formed the 27-member task force in August 1990, with James Haney, president of the Wisconsin Association of Manufacturers and Commerce, serving as chairman.

At the core of the task force recommendations is the proposal to support a 10th-grade performance-based gateway assessment to identify skills, knowledge and attitudes which can be used as a foundation for Tech-Prep options in the 11th and 12th grades.

Building on this theme, VTAE State Director Dwight York has proposed that the VTAE system open its technical or general education courses to qualified 16-to-18-year-old high school students. According to York, this option would broaden choices currently available to those students who may be interested in completing their high school credits on a Tech-Prep track.

Three key assumptions guided formulation of the task force recommendations:

1) Enhanced collaboration among educational systems is essential and desirable.

2) The traditional distinctions between college-bound and noncollege-bound students create barriers to building integrated academic-vocational programs in high schools.

3) Strong, continuing leadership is required for the educational innovations outlined herein.

Other recommendations from the task force focus on the need for better cooperation and collaboration, and include:

- Ensuring that all Wisconsin students who demonstrate competence in mastering a set of essential learner outcomes have the 'right' to enroll in a comprehensive Tech-Prep program which includes school-supervised, work-based learning experiences.
- Revising and strengthening the Education for Employment Standard for all students in K-12 so that the skills, knowledge and attitudes taught will serve as a foundation for Tech-Prep options in the 11th and 12th grades and post-secondary technical education.
- Implementing Tech-Prep program options in all public and VTAE school districts by 1995-96.
- Encouraging business, labor and employer associations to take active leadership roles in developing Tech-Prep programs and work-based learning at the local level.
- Encouraging formation of new education consortiums to help implement Tech-Prep options.
- Encouraging the Department of Public Instruction and the Wisconsin Board of Vocational, Technical and Adult Education to align all currently available education and employment training funds and to seek additional public and private funds to fully implement Tech-Prep in Wisconsin.

Among students who believe Wisconsin's technical college system has a lot to offer are these medical lab technician students at Western Wisconsin Technical College, La Crosse. Laurie White (left), Arcadia, and Darcy Lyngen, Whitehall, team up to study an acute granulocytic leukemia slide with the use of a dual-head teaching microscope.

Tech colleges take steps to improve marketing of system

What does the technical college system have to offer students, employers and the Wisconsin economy?

The answer is: A lot! The trouble is, many people don't know much about the system, and even more have an impression that is as out-of-date as the steam locomotive.

For instance, did you know that of the 20 fastest growing careers, 12 require a technical education?

Today's technical college campus is alive with students of all ages learning the latest technology, in state-of-the-art facilities, from instructors who have extensive work experience before they begin teaching. But it's not all work. In addition, students participate in programs, clubs, student government, athletics, health and fitness activities – all of which create well-rounded citizens.

For many people, a technical college education is a viable alternative to a four-year degree program. For those wishing to enter or advance in a technical or occupational field, technical college training is virtually a necessity.

And, tech college graduates are highly satisfied with their education.

In the most recent (1990) graduate followup survey, a total of 14,265 graduates were surveyed statewide with 12,404 responding, resulting in a response rate of 87 percent. The survey respondents revealed:

97 percent were very satisfied or satisfied with the training they received.

- Of the respondents in the labor force, 93 percent are employed and 7 percent are unemployed. Within those employed, 84 percent indicated that their jobs are related to the training they received.
- 90 percent of the graduates reported they are employed in Wisconsin.

The technical college system realizes it must do an even better job of informing students, parents, employers, policymakers and the public about the opportunities available through technical education. To get this under way, a Marketing Committee has been formed, consisting of representatives of each of the 16 technical college districts. **Lee Rasch, Ed.D., president/director of Western Wisconsin Technical College** in La Crosse, chairs the committee.

Through the marketing committee, the 16 districts recently hired a marketing coordinator, Sharyn Wisniewski, to advance their efforts in marketing the Wisconsin technical college system as a whole. Wisniewski's office is in the Wisconsin Vocational, Technical and Adult Education Board office at 310 Price Place in Madison. Wisniewski can be reached at (608) 266-0050.

Wisniewski

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UW study finds employee training critical to U.S. manufacturing market

American withdrawal from high-end manufacturing markets will accelerate unless business begins substantial new investments in employee training, according to a recent study conducted at the University of Wisconsin-Madison.

UW-Madison professors Joel Rogers and Wolfgang Streek in their study, "Skill Needs and Training Strategies in the Wisconsin Metalworking Industry," also recommend placing a new tax levy on businesses to be used for training purposes.

"The market position of U.S. manufacturing has continued to decline," the researchers affirm, and further state that attention must be focused on school-to-work transition and the inadequacy of firm-based training.

"The success of foreign firms – particularly firms operating in high-wage environments – owes heavily to their development and use of the skills of front-line production workers deployed in 'high performance' forms of work organization," Rogers and Streek state in their introduction.

The superior nature of elementary, secondary and vocational training systems among America's foreign competitors was cited as the primary reason for this difference. "These systems do a better job than the U.S. in assuring basic levels of competence throughout the school population, in easing the transition from school to work, and in upgrading the skills of current (or incumbent) workers," the report said.

The study also found a "low" level of knowledge among surveyed businesses about the range of training opportunities which presently exist in Wisconsin. For instance, while

In their study, "Skill Needs and Training Strategies in the Wisconsin Metalworking Industry," University of Wisconsin-Madison Professors Wolfgang Streek (left) and Joel Rogers recommend placing a new tax levy on businesses to be used for employee training.

virtually all firm managers knew that the Vocational, Technical and Adult Education system existed, "virtually none appeared to know, in detail, the range of existing alternative practices or opportunities available to them."

To remedy these deficiencies, Rogers and Streek recommend a three-point program:

1) Establish a comprehensive public strategy for training. This would include encouraging firms to move toward more high-performance forms of work; providing broader training experiences, rather than more specialized training; and developing broader definitions of occupational skill profiles.

2) Need for workplace learning and continuous skill upgrading. This goal is accomplished by providing a variety of opportunities for workplace learning; encouraging a workplace culture of continuous skill upgrading; expanding youth apprenticeship programs coupled with an amply supported "tech-prep" option for advanced technical training for youth not planning on college; revival and extension of industrial apprenticeships; and enacting a "pay or play" tax levy (set at, for example, 1 percent of total payroll) assessed against firms for generalized training.

3) Encouraging more private training partnerships. Recognizing that government is only one actor in solving the training dilemma, Rogers and Streek recommend that firms work together to better identify collective training needs; develop sectoral training consortiums which could identify training needs for selective portions of Wisconsin industry; and that the state support these collaborative efforts through technical assistance.

Rogers and Streek emphasize that their recommendations are meant to be a starting point for discussion and action, and not prescriptive in nature.

Attention must be focused on school-to-work transition and the inadequacy of firm-based training. – **Joel Rogers and Wolfgang Streek**

GM robots benefit technical college robotics program

A $14 million replacement of welding robots at the Janesville General Motors (GM) plant has produced direct benefits to eight Wisconsin technical colleges and their students.

When GM installed its new cadre of electrically controlled robots, 60 UNIMATE robots that were formerly used in auto production were given to technical colleges in Wisconsin and Iowa. These UNIMATE units will provide valuable robotic-related training experiences for technical college students.

Earlier this year, Wisconsin's technical education system and its Foundation honored GM at Blackhawk Technical College, Janesville, for its commitment to the "partner in education" concept through its support of Wisconsin's technical colleges.

James Klauser, secretary of the state Department of Administration, joined VTAE, GM and Blackhawk officials in the ceremony honoring GM.

"General Motors has been more than just a friend to our system over the years," state VTAE Director Dwight York said in presenting a recognition plaque to GM Plant Manager Mike Spitzley.

"In GM, we have a company that typifies the kind of cooperative relationship that vocational educators have developed among their colleges, their students and the business community." – **Dwight York, state VTAE director**

"In GM, we have a company that typifies the kind of cooperative relationship that vocational educators have developed among their colleges, their students and the business community," York said. "We are grateful to the management of GM and to its employees for the success of our partnership."

York said that the GM/VTAE partnership has existed for many years. "Nearly every one of the 16 VTAE colleges has been the recipient of equipment donated over the years by GM," York said. "In addition, our technical colleges and the company work together to provide course work both in the classroom and on-site at the plant for employee training and retraining."

The UNIMATE is an industrial robot with a hydraulically-powered arm that can move through as many as six different basic types of motions. GM installed these units in 1981 when the Janesville plant began production of the Cavalier and Cadillac Cimarron and, later, the Buick Skylark. The UNIMATE was used exclusively in the body shop to perform spot welding on car bodies where safety or health concerns precluded the use of human welders.

Forty-seven of these units are in the process of being installed at eight technical college sites in Wisconsin. Those eight districts are:

- Nicolet - Rhinelander
- Gateway - Kenosha
- Mid-State - Wisconsin Rapids
- Indianhead - Ashland, New Richmond, Rice Lake, Superior
- Blackhawk - Janesville
- Madison Area - Madison
- Milwaukee Area - Milwaukee
- Northeast - Green Bay

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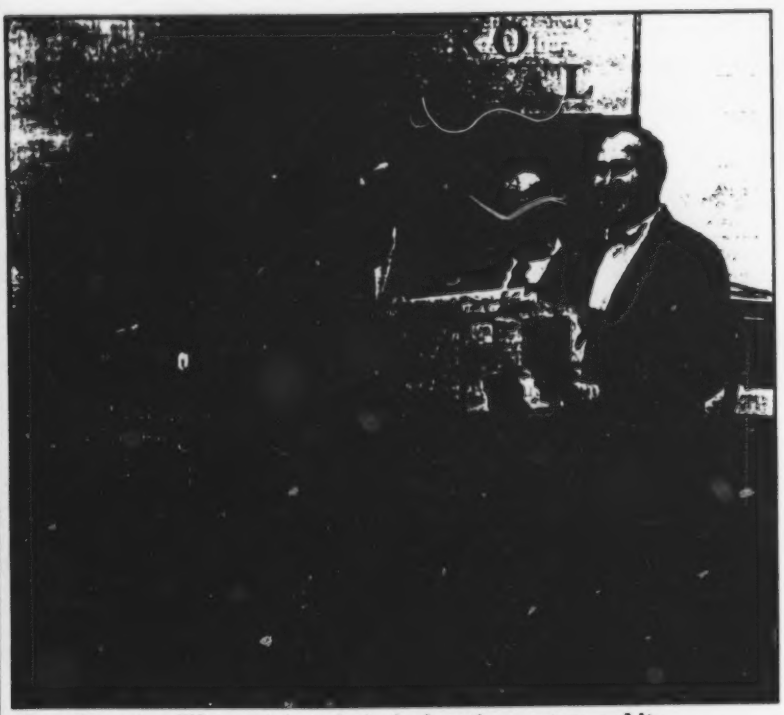

Together when Wisconsin's technical education system and its Foundation honored General Motors (GM) at Blackhawk Technical College, Janesville, to celebrate the firm's commitment as a "partner in education" were, from left: Mike Spitzley, GM Janesville assembly plant manager; Dwight York state VTAE director; James Kauser, secretary of the state Department of Administration; and Maury Frey, GM facilities manager.

Wisconsin Technical Colleges Directory

Blackhawk Technical College
6004 Prairie Road, P.O. Box 5009
Janesville, WI 43547
(608) 756-4121

Chippewa Valley Technical College
620 West Clairemont Avenue
Eau Claire, WI 54701
(715) 833-6242

Fox Valley Technical College
1825 North Bluemound Drive
P.O. Box 2277
Appleton, WI 54913
(414) 735-5600

Gateway Technical College
3520 - 30th Avenue
Kenosha, WI 53142
(414) 656-6900; (TDD) (414)-656-8960

Lakeshore Technical College
1290 North Avenue
Cleveland, WI 53015
(414) 458-4183

Madison Area Technical College
3550 Anderson Street
Madison, WI 53704
(608) 246-6100

Mid-State Technical College
500 - 32nd Street North
Wisconsin Rapids, WI 54494
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Milwaukee Area Technical College
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Milwaukee, WI 53233
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Moraine Park Technical College
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GM robots benefit technical college robotics program

Continued from the previous page

GM Plant Engineer John Laursen said that the skills students will gain from classroom experience with these robots will help provide GM with a larger pool of people in the local workforce who have educational experience with robotic technology. Laursen said that GM's donation of the UNIMATE robots will give the machines new life as opposed to simply scrapping the units.

The GM donation is just one of the more recent gifts received by the VTAE system from state businesses. Wisconsin's business community has, as a whole, been generous in coming forward to meet VTAE job training needs.

Those businesses which may have equipment worth donating to VTAE for training future employees can inquire about donation procedures through local VTAE districts or through the VTAE Foundation in Madison, (608) 831-6313.

In the photo at left, Eric Schwebke (left), electromechanical instructor at Blackhawk Technical College, Janesville, explains the operation of the UNIMATE robot to students Ken Kubiak (center) and Eric Steinborn, both of Janesville.

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Technical Education

YES, I am interested in learning more about employee training and education opportunities available through the Wisconsin technical college system. Please contact me regarding:

_____

Name_____ **Title**_____
Organization or company _____
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City_____ **State**_____ **Zip**_____
Phone: ( )_____ **Best time to call:**_____

Clip and mail this form to **Sharyn Wisniewski**, marketing director, Wisconsin Technical College System, 310 Price Place, P.O. Box 7874, Madison, WI 53707-7874, or call (608) 266-0050.

Technical Education

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